

DOCUMENT RESUME

ED 052 449

AC 010 488

AUTHOR Halfvarson, Lucille R.; O'Connor, John A.
TITLE A Survey of Adult and Continuing Music Education in Illinois.
INSTITUTION Illinois Univ., Urbana. Div. of Univ. Extension.
PUB DATE 70
NOTE 55p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Adult Education, *Music Education, *Questionnaires, *State Surveys
IDENTIFIERS *Illinois

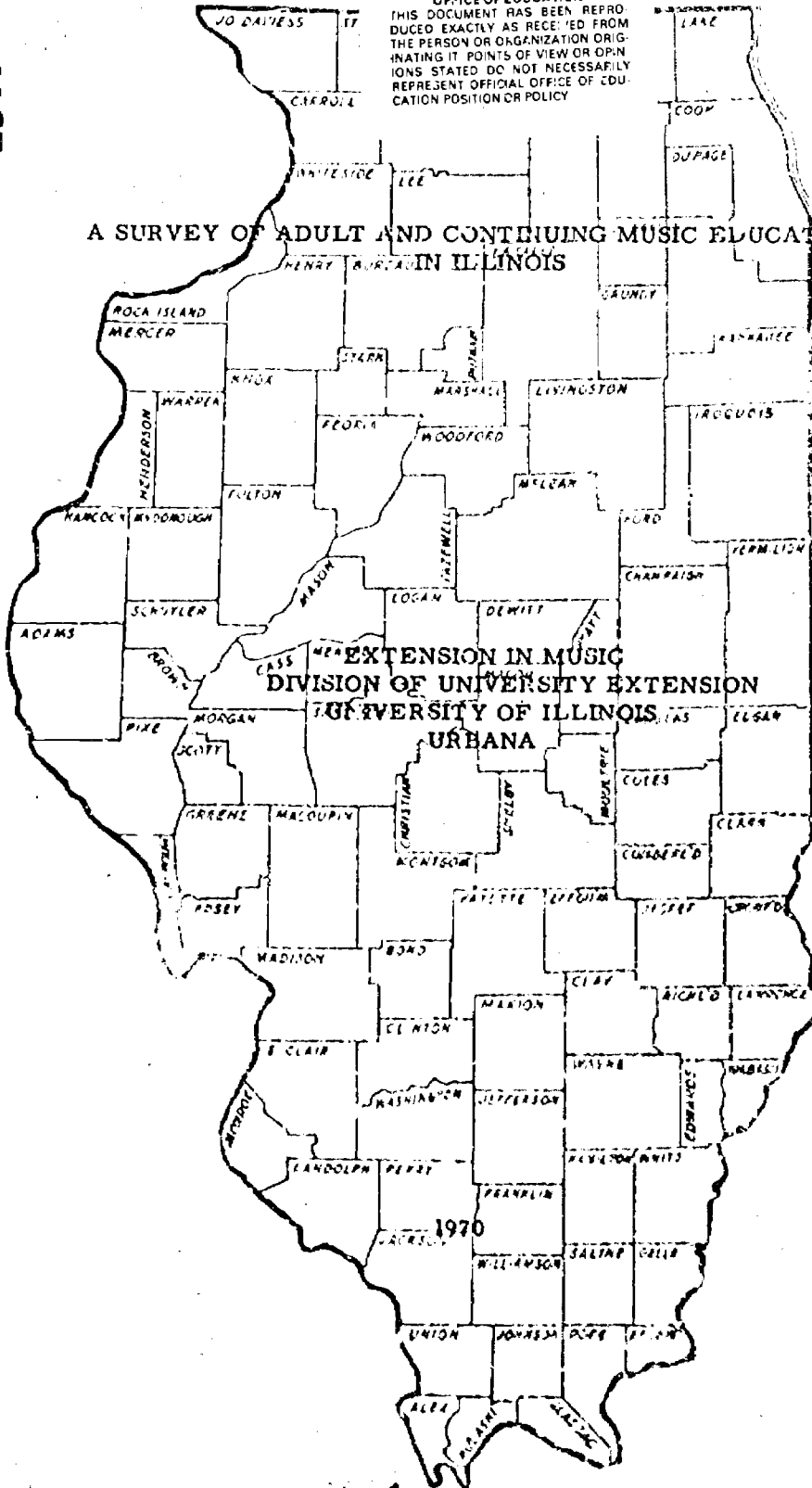
ABSTRACT

Surveys of adult and continuing education programs in music were undertaken in the various states, including Illinois. The purposes of the surveys were to identify existing music programs, assess their overall effectiveness, and stimulate interest in them. A letter-questionnaire was mailed to the mayors of over 850 cities and towns in Illinois; more than 100 replies were received. The report was constructed so as to parallel the format of the Illinois Arts Council Survey in order to enable the readers of both surveys to establish a clearer image of non-school (adult and continuing) music education and activities and to collate the other arts as a matter of interest. A few assumptions (positive and negative) may be drawn from this study: (1) The majority of Illinois communities offer some form of music education activity to its adults; (2) Music clubs appear to serve as cornerstones for the development of adult music education; (3) The majority of communities in Illinois possess ample physical facilities for the fulfillment of adult musical training and experiences; (4) Many small communities lack qualified leadership for the continuation of adult music education or music activities; and (5) Adults desiring continuation of music education prefer to reside in cosmopolitan communities. (CK)

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A SURVEY OF ADULT AND CONTINUING MUSIC EDUCATION HENRY BURMAN IN ILLINOIS



ED052449

A. SURVEY OF ADULT AND CONTINUING MUSIC

EDUCATION IN ILLINOIS

Spring, 1970

Prepared by

Mrs. Lucille R. Halfvarson

Adult and Continuing Music Education Committee for Illinois, MENC

Professor John A. O'Connor

National Adult and Continuing Music Education Committee MENC

Prepared for

Music Educators National Conference, National Committee for
Adult and Continuing Music Education

Extension in Music, Division of University Extension

University of Illinois, Urbana, Illinois

Stanley Robinson, Dean

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I. INTRODUCTION

Never before have so many people been so occupied with so much music. Like love, musical activity is recognized as a good in itself. Thus it can be--and has been--used as a kind of cultural gold currency, acceptable everywhere and forever as a measure of general worth. "The final judgement on a state, society, or era, which is called 'the verdict of history' is usually, and probably unfairly, aesthetic: Carthage is scorned primarily because it neglected sculpture and architecture, while Athens, in certain ways a less successful state, is admired primarily because it did not. Louis XIV's reign was a political and economic catastrophe for France, but nobody minds, for it was an aesthetic triumph."¹

If we accept this premise that fairly or unfairly, the final judgement of a state, society or era is aesthetic, then we, as music educators, must take serious cognizance of such historical precedent and apply the aesthetical lessons of history not only to current happenings and actions in music education, but also, and most important, to the national structure, thrust, and direction of future musical training and experiences. This is not to say that music educators have been delinquent in this respect; on the contrary, this past decade has witnessed a national dialogue of philosophical thinking in music education, most of which is beginning to be understood and acted upon at the grass roots level. It has been clearly established that musical training and experiences should be, and are being provided for most of the youth of our country.

As regards the musical training of the youth of the state of Illinois, the educational programs of nearly all elementary and secondary schools in one state provide some opportunity for the study of music.² However, the musical experiences and opportunities afforded to Illinois Youth vary greatly; for example, northeastern schools more frequently provide a comprehensive program of music education than do schools in other areas of the state. Formal musical training in the southeastern Illinois schools is generally the least comprehensive in scope, while those in other geographical areas may be rated between the two extremes.³

Generally speaking, music education for the youth of Illinois has been, and is continuing to be, comparable or superior to similar training provided for the youth of other states. Music for the youth of the USA is big business. The following statistic supplied by the American Music Conference⁴ will provide some idea of the vastness of the youth music education venture:

In 1969 more than 17,000,000 American youth played musical instruments and received musical instruction in schools and with private teachers.

There are more than 70,000 formally scheduled instrumental music organizations in all the schools in the United States with 7,500 orchestras, 51,000 bands and 11,500 jazz bands.

Participation in school vocal and choral activities was more than double that of instrumental music, i.e., 175,000 choirs and small ensembles.

1. Roy McMullen, Art, Affluence and Alienation, The Fine Arts Today, a Mentor Book, New York
2. William Johnston, An Appraisal of Music Programs in the Public Schools of Illinois--Excluding Chicago, (1967), State Office of Public Instruction, pg. 1
3. *Ibid*, pg. 115
4. Concert Music U.S.A., BMI, 1969, 15th Edition

The current story of music education in our schools is well-documented in professional periodicals, books, libraries and other communications media. Teacher training institutions and administrators are geared to the projection of contemporary training in music for youth; the citizenry of the USA is quite aware of the multi-music activities and accomplishments now taking place in our schools

But what do we know about the scope of continuing music education of graduates? How much valid information is available concerning the status and progress of continuing music education at the national, state and local levels? Considering the current emphasis on adequate preparation for the use of leisure time, what programs are currently in existence or being developed exclusively for adults and continuing music education students? How well-defined are the objectives for adult and continuing music education and what is the status of national, state and local programs for the development and implementation of significant adult music training and experiences? These are some of the questions which this survey is addressed.

The growth of most phases of music education in the United States during the past two decades has been so phenomenal that some additional statistics by the American Music Conference⁵ concerning the overall subject of amateur music performers might well be in order. The following figures should help to amplify the needs for surveys of adult and continuing music education and subsequent clarification of objectives for expansion and development of music training programs and activities for adults:

In 1969, there were 43,900,000 amateur musicians in the USA. Of these performers:

23,500,000	played piano
11,000,000	played guitar
4,700,000	played organ
4,200,000	played woodwinds
4,000,000	played brasses
2,150,000	played strings
1,000,000	played harmonica
800,000	played recorder
800,000	played accordion
500,000	played ukulele
2,000,000	played miscellaneous instruments (banjo, mandolin, zither, percussion and others)

Americans spend over \$1 billion on musical recordings, with youth accounting for the vast majority of purchases.

Purchases in the USA of musical instruments, sheet music and musical accessories in 1968 totaled almost \$1 billion.

Illinois is potentially a real national center for adult and continuing music education. Opportunities for life-long learning in the arts, and particularly music, are essential to the preservation of our freedoms. There is a need for each person to continue to experience the fullest flowering of the human spirit. A renaissance in the musical education of our adults and continuing students is possible if we but desire it.

5. Ibid.

II. FORWARD

As a result of the meeting of the National Committee for Adult and Continuing Music Education at the Music Educators National Conference in Seattle, Washington, March, 1968, representatives were encouraged to undertake surveys of adult and continuing education programs in their respective states and present their findings to the national committee at the 1970 M.E.N.C. meeting in Chicago on March 9, 1970.

The purposes and objectives for surveying adult and continuing music education progress in each state included (a) identification of existing programs and activities; (b) assessment of overall effectiveness and needs; (c) to stimulate public understanding and recognition; (d) to enlighten professional music educators, administrators, and institutions of higher learning; (e) to provide a beginning and point of departure for serious study and development of adult and continuing music educational opportunities; (f) to furnish M.E.N.C. with national data for the promotion, substantiation, and upgrading of the priority for national attention to this lesser emphasized area of music education.

Each state survey was to be undertaken in a voluntary manner with no national funds available. Mrs. Lucille Halfvarson, Aurora, Illinois, was appointed Illinois State Survey Chairman, to be assisted by volunteer workers of her choice. National Committee member John O'Connor, Extension in Music, University of Illinois, Urbana, furnished the clerical resources of his office in support of the survey. The report was begun in the fall of 1969.

The method selected was the letter-questionnaire, which was mailed to the mayors of over 850 cities and towns in Illinois (see Appendix). Replies were received from slightly more than 100 recipients. An additional "tool", The Illinois Arts Council Survey of the Arts 1966-1967, was utilized with the questionnaire in gathering and relating missing data.

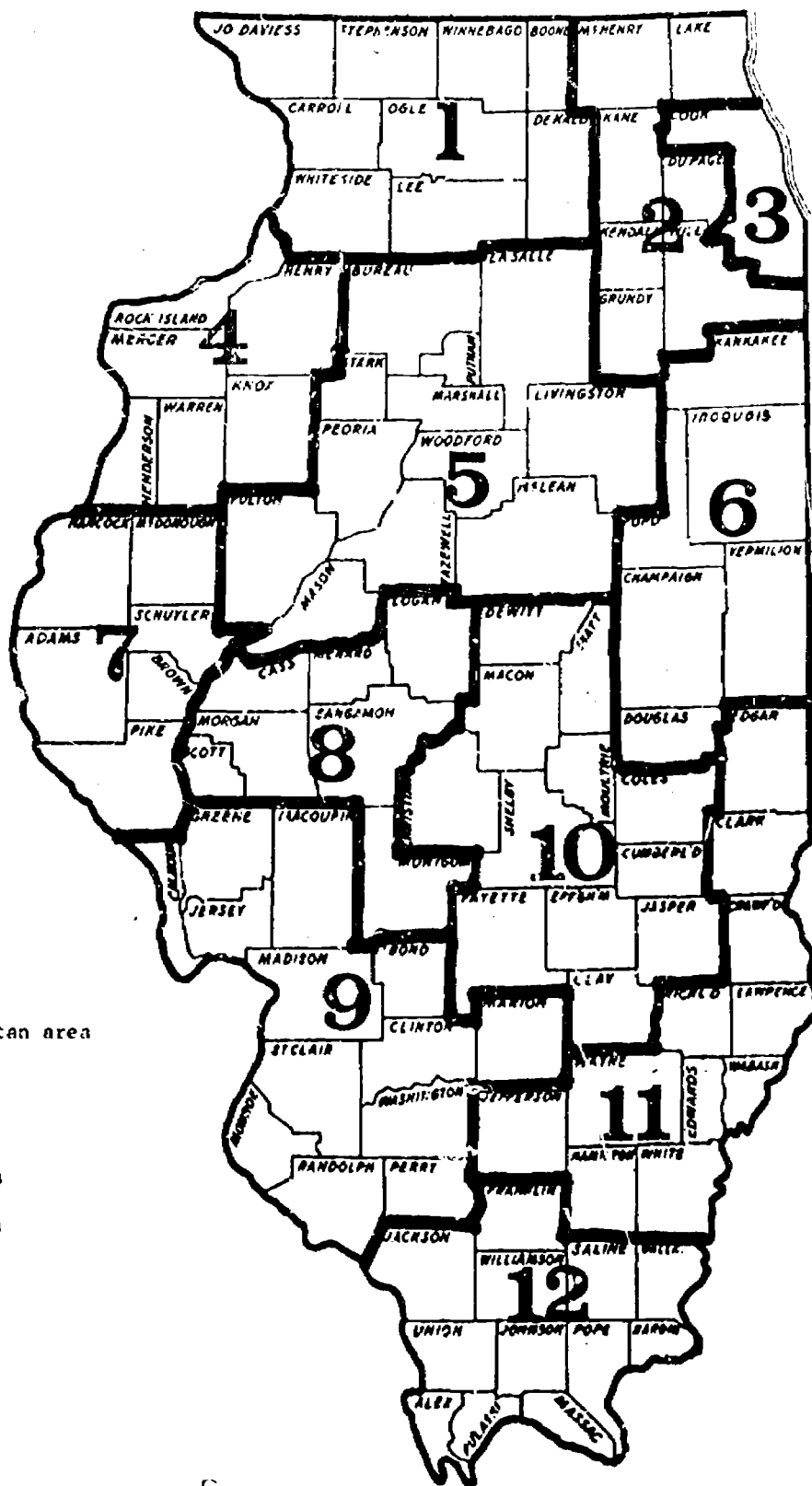
The report was constructed so as to parallel the format of the Illinois Arts Council survey; this was done to enable the reader of both surveys to (a) establish a clearer image of non-school (adult and continuing) music education and activities, and to (b) collate the other arts as a matter of interest. It is anticipated that this survey will be updated and revised periodically.

When interpreting the regional statistical data, the following guidelines should be observed:

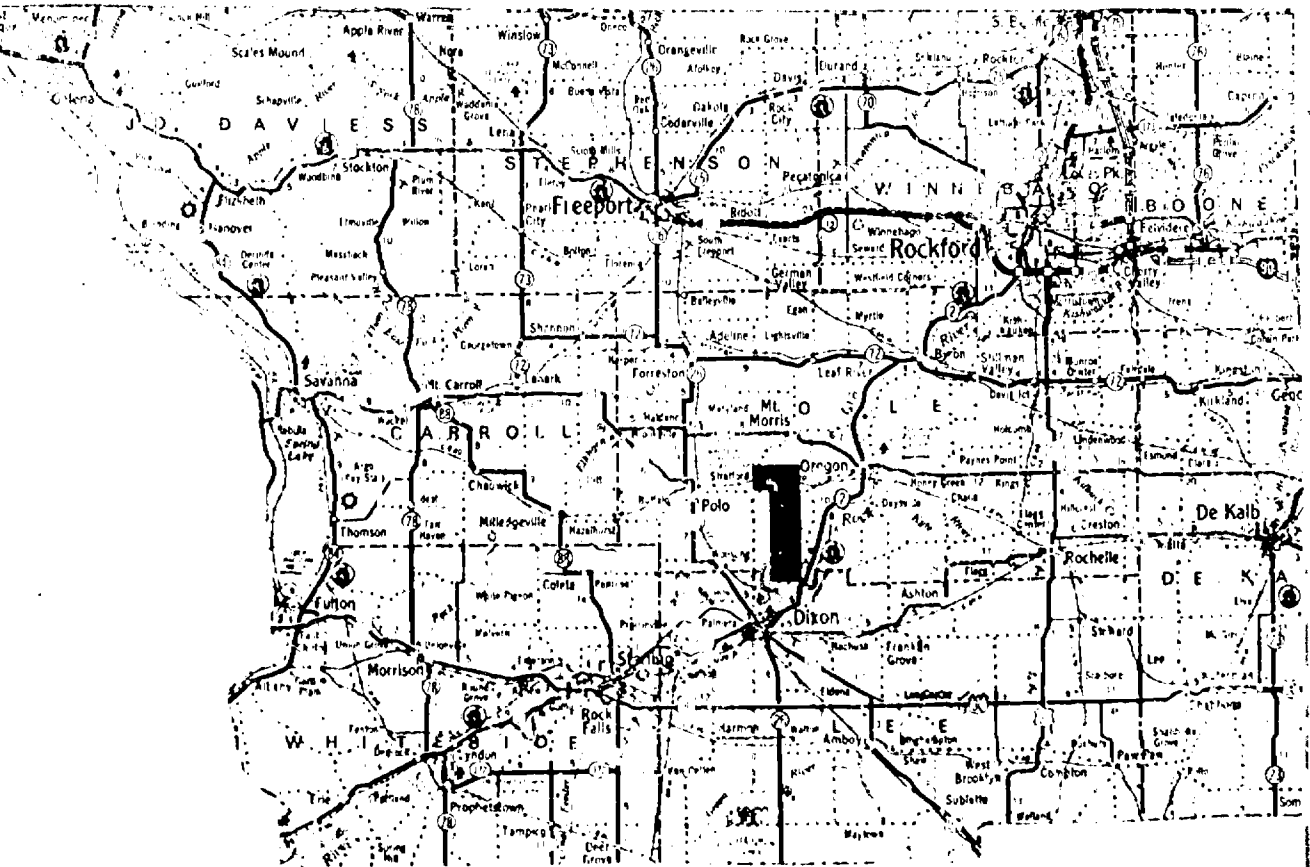
- a. Incomplete questionnaire replies accounted for certain missing data.
- b. Generally the northern regions had more reporters than the southern regions.
- c. None of the data is conclusive.
- d. The "Other" category under Instrumental Music includes all groups of the chamber variety.

- e. The "Choir" category includes churches only.
- f. "Special Events" category includes musical events, i.e. concerts, festivals, etc.
- g. Counties not reporting were not listed on data sheets; however they may be found in the Appendix.

The survey staff is indebted to Mr. Robert Schaefer, Miss Rosemary Ellis, and Mrs. Catharine Seaver, Extension in Music, and to Mrs. John O'Connor, for their clerical assistance; to Mr. Robert Silver and Mr. Max Paris, Division of University Extension, for their publication service; and to Mr. Dale Kington, Head, Extension in Music, University of Illinois, for his support.



1. Northern Border Counties
2. Greater Chicago Metropolitan area
3. Cook County
4. Northwest Border Counties
5. North Central Counties
6. Eastern Border Counties
7. Western Border Counties
8. Southwest Central Counties
9. Southwest Border Counties
10. Southeast Central Counties
11. Southeast Border Counties
12. Southern Border Counties



REGION 1

(NORTHERN BORDER COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENT;
Boone	Belvidere	13,049	-	-	-	1	-	35	-	-
Carroll	Shannon	766	-	-	-	-	1	12	-	-
	Milledgeville	1,209	-	-	-	-	4	50	-	-
DeKalb	DeKalb	29,099	1	-	1	-	-	50	-	1
	Shabbona	750	-	-	-	1	-	35	-	-
	Stockton	1,800	-	-	-	1	2	34	-	-
Jo Davies	Hanover	1,502	2	-	3	1	2	133	-	-
	Prophetstown	1,800	-	-	2	-	6	88	-	-
Whiteside	Rock Falls	10,300	1	-	-	1	13	40	-	6
	Stelling	16,482	1	-	-	-	-	60	-	-
Lee	Ashlon	1,050	-	-	2	-	2	57	-	-
	Dixon	19,565	-	-	-	-	-	25	2	-
Cyle	Mt. Morris	3,200	1	-	-	-	3	135	-	-
	Rochelle	7,554	1	-	-	1	2	48	-	-
Winnebago	Cherry Valley	1,000	-	-	1	-	1	25	-	-
	Rockford	135,009	4	14	40	19	166	3,893	2	69
Stephenson	Freeport	26,628	1	-	-	-	-	65	-	-
TOTALS	17	270,745	14	14	49	25	205	5,209	4	75

REGION 2

(GREATER CHICAGO METROPOLITAN AREA)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

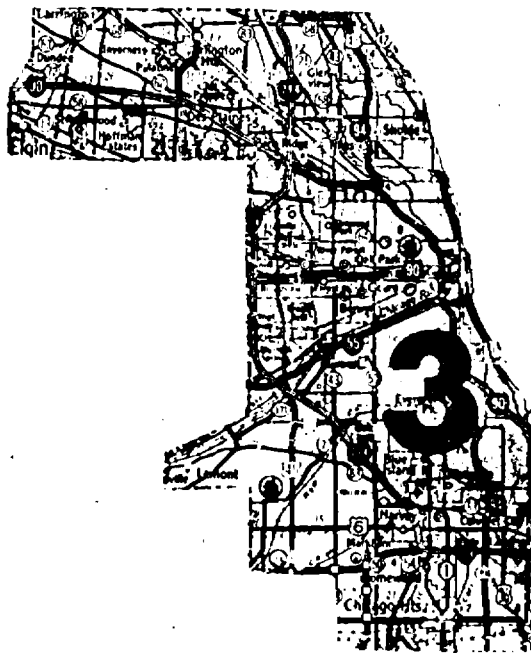
TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCE

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CITIZEN ASS'NS	SPECIAL EVENTS
DuPage	Schiller Park	12,000	-	-	-	-	11	162	-	-
	Roselle	5,300	-	-	-	2	12	375	-	3
	Napeville	18,734	1	-	-	-	-	48	-	-
	Itasca	4,500	-	-	-	-	10	225	-	-
	Hinsdale	14,738	-	-	-	1	-	297	1	8
	Glen Ellyn	20,503	-	1	-	-	-	44	1	-
	Elmhurst	46,409	-	1	-	-	-	160	1	-
	Downers Grove	25,948	-	-	-	1	2	70	1	-
	South Millington	850	-	-	-	-	-	38	-	1
	Gardner	1,000	-	-	-	-	1	33	-	-
	Braidwood	2,226	-	-	-	-	2	4	-	-
	Morris	7,935	-	-	-	1	-	127	-	-
Kendall	Yorkville	1,600	-	-	-	3	2	300	-	-
	Plano	5,000	-	-	-	3	6	28	-	-
	North Aurora	4,700	-	-	-	-	2	200	-	-
	Montgomery	3,000	-	-	-	-	9	810	-	-
Kane	Carpentersville	23,000	-	-	-	-	14	245	-	-
	Aurora	66,000	1	-	-	3	-	160	-	-
	Elgin	49,447	-	1	-	2	-	75	-	-
	St. Charles	11,158	-	1	-	-	-	40	-	-
Lake	Round Lake Park	3,100	1	-	-	-	-	225	-	-
	Lake Forest	13,345	-	-	-	-	-	115	-	-
	Libertyville	9,241	-	-	-	1	-	100	-	-
	Waukegan	68,128	1	-	-	-	-	40	-	-
Cont'd	Highland Park	30,054	-	1	-	-	-	1	-	-
	Highwood	4,499	-	1	-	-	-	1	-	-
	Barrington	6,525	-	-	-	-	-	1	-	-

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
McHenry	Algonquin	2,600	-	-	-	-	6	88	-	-
	Marengo	4,000	-	-	-	-	6	80	-	-
	Huntley	1,200	-	-	-	-	8	124	-	6
	Crystal Lake	12,493	-	-	1	1	-	90	2	-
	Steg-	7,400	3	-	-	-	-	200	-	-
	Franklin	2,150	-	-	-	-	3	120	-	-
	Mokena	1,578	-	-	-	-	-	-	-	-
	Joliet	73,480	1	1	-	1	-	215	3	-
	Lockport	8,785	-	-	-	-	-	70	1	-
TOTALS	36	572,826	8	12	2	21	95	4,973	22	24



REGION 3
(COOK COUNTY)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
COOK	Glenwood	2,700	-	-	-	-	3	51	-	-
	Homewood	15,000	1	-	-	-	-	20	-	-
	Flossmoor	10,000	1	-	-	-	-	20	-	-
	McLrose Park	25,000	1	-	-	1	6	295	1	-
	Western Springs	13,500	-	1	-	-	-	50	2	-
	Oak Park	61,000	1	1	4	1	35	640	-	3
	Oak Lawn	54,580	2	-	6	2	7	290	-	1
	Arlington Heights	62,000	-	1	-	1	19	425	1	10
	Palatine	20,000	-	-	-	-	6	150	-	13
	Glenview	23,321	1	-	-	-	-	-	-	-
	Lake Forest	13,345	-	1	3	-	-	100	-	3
	Chicago Heights	39,078	8	4	-	-	-	335	-	-
	Northbrook	24,900	1	-	2	2	26	784	-	-
	Belwood	22,821	1	-	1	-	-	72	1	-
	Forest Park	14,886	-	-	3	-	-	34	-	-
	Franklin Park	20,455	1	-	-	-	-	65	-	-
	LaGrange	16,326	2	1	-	-	-	200	-	3
	Maywood	28,805	-	-	-	-	-	70	1	-
	North Riverside	8,401	-	-	1	-	-	4	-	-
	Des Plaines	50,789	-	1	1	1	-	235	3	-
	Evans	79,283	-	2	3	1	-	320	3	-
	Glencoe	10,472	-	-	-	-	1	85	-	-
	Lincolnwood	13,546	-	1	-	-	-	30	1	-
	Morton Grove	26,954	-	-	-	1	-	40	1	-
	Niles	32,075	-	-	-	1	-	35	-	-
	Park Ridge	40,125	-	-	2	-	-	40	-	-

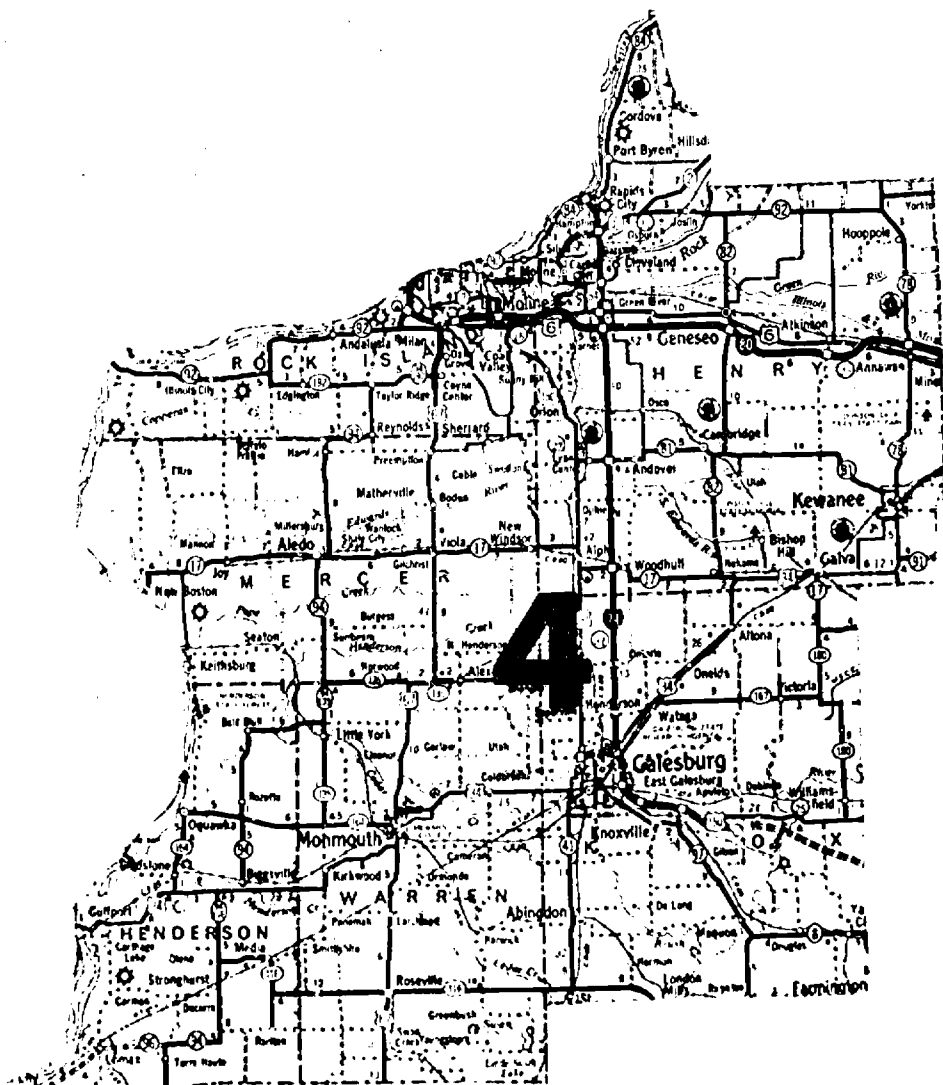
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REGION 3, CONTINUED

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
	Skokie	70,178	-	1	-	-	-	70	2	-
	Wilmette	31,685	1	-	-	-	-	65	-	-
	Rik Grove	16,905	-	-	1	-	-	20	-	-
	Hoffman Estates	19,248	-	-	1	-	-	60	-	-
	Harvey	33,230	-	-	-	1	-	70	1	-
	Lansing	23,143	-	-	-	-	-	35	-	-
	Park Forest	31,324	-	-	-	1	1	80	1	-
	Chicago	3,550,450	28	22	15	10	1,600	43,100	18	275
TOTALS	34	4,506,725	49	37	43	24	1,704	47,920	37	308



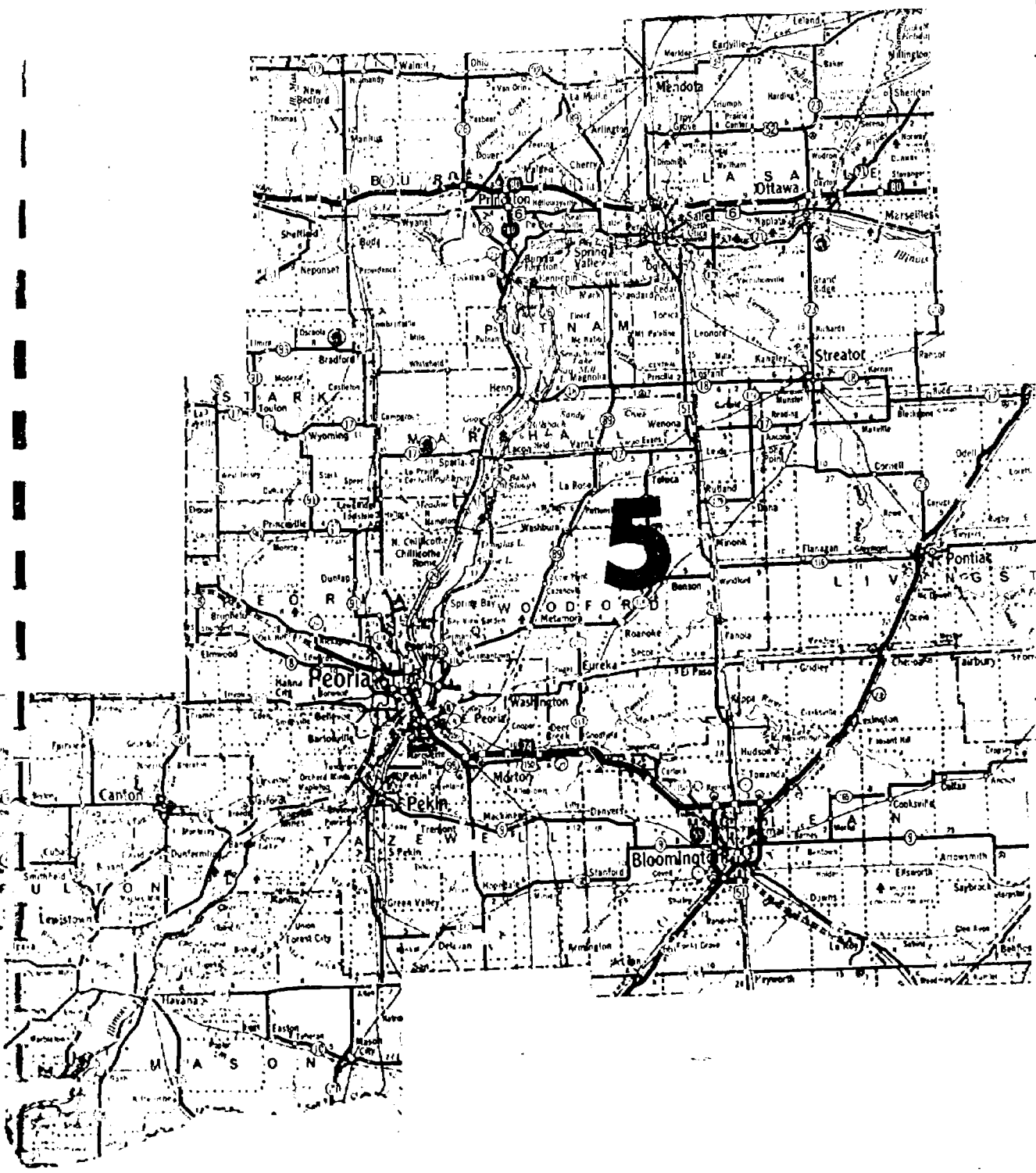
REGION 4

(NORTHWEST BORDER COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Henry	Cambridge	1,665					3	60	1	
	Atkinson	944	1		3		1	31		
	Orion	1,685					3	60		
	Geneseo	5,761						30	1	
	Kewanee	16,324				1		50	1	
Knox	Galesburg	37,243		1					2	
	Knoxville	2,560	1				5	230		
	East Galesburg	660								
Mercer	Aledo	3,080						30	1	
	New Windsor	658	1				2	65		
Rock Island	Rock Island	51,863	3				3	273		4
	Moline	46,366		2	1	5	1	235	4	15
Warren	Mosmouth	10,372						35	1	
TOTALS	13	179,182	6	3	4	6	18	1,099	11	19



REGION 5

(NORTH CENTRAL COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INCIDENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASSNS	SPECIAL EVENTS
Bureau	Spring Valley	5,371	2		31			190		
	Buda	732								
Fulton	St. David	862								
LaSalle	Leland	642								
	Ottawa	19,408		1				75	1	
Livingston	LaSalle	11,897						50	1	
	Dwight	3,068								
Mason	Pontiac	10,069						50	1	
	Flannagan	841				1	5	110		1
McClellan	Havana	4,363						35	1	
	Normal	23,213	2		8	2	9	365		1
	Bloomington	37,791		1				65	1	

Cont'd

REGION 5 CONT'D

(NORTH CENTRAL COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Peoria	Chillicothe	3,054			1		4	61		
	Peoria	129,922	3	3	14	6	100	3,385	9	20
Stark	Toulon	1,213	1			1	3	145	1	
Tazewell	Pekin	29,698	1			1		90	1	
	Morton	9,733	1			1		70		
	Mackinaw	1,163					3	75		1
Woodford	Hopedale	737					3	75		1
	Roanoke	1,821								
	Eureka	2,666	1					65		
TOTAL	21	298,264	11	5	54	12	127	4,905	16	23

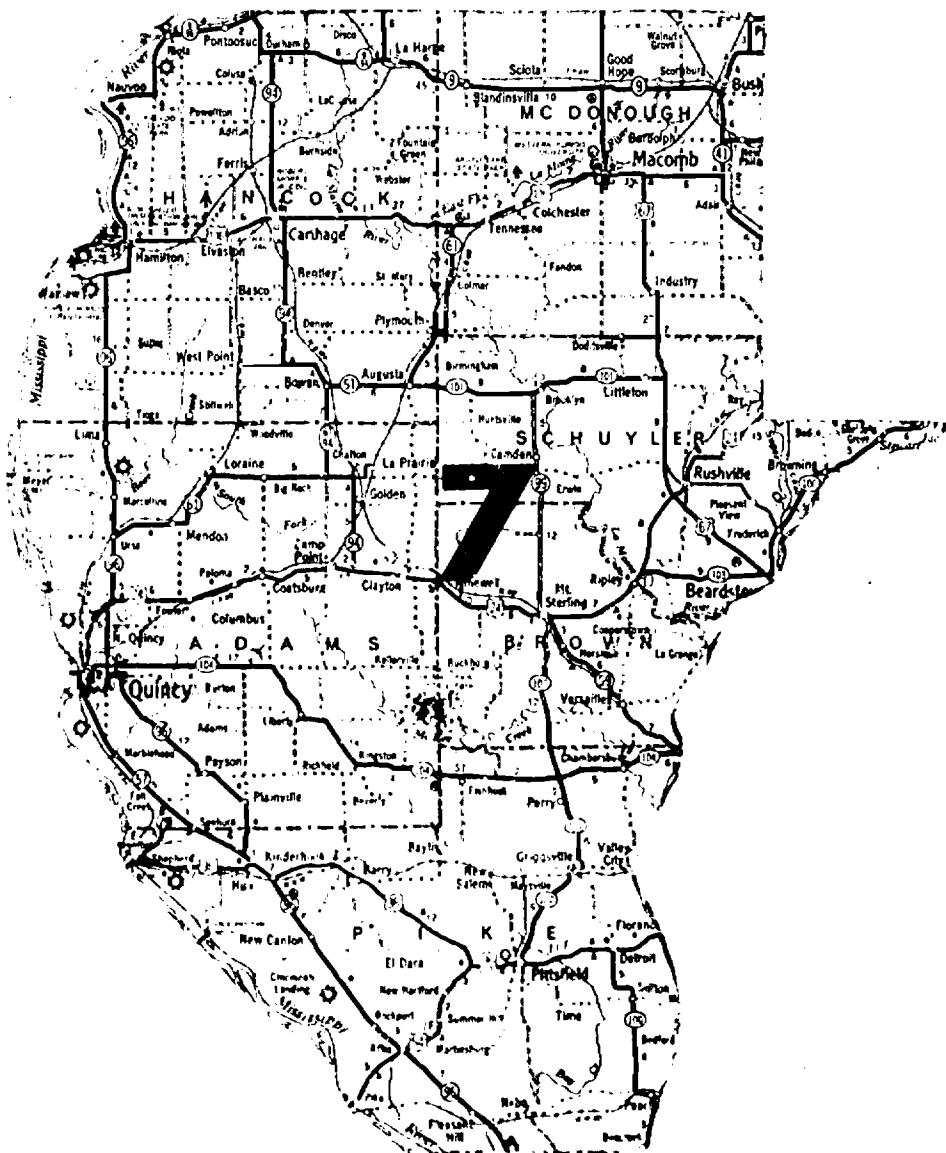


REGION 6

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Douglas	Newman	1,097	-	-	1	-	3	85	-	-
Iroquois	Villa Grove	2,308	-	-	3	1	-	58	-	1
Kankakee	Astoria	601	-	-	-	-	-	-	-	-
	Kankakee	30,966	-	1	1	1	-	95	2	-
	Manteno	2,448	-	-	-	-	5	70	-	-
	Danville	42,457	-	-	1	2	-	120	2	-
	Rankin	761	-	-	-	1	4	46	-	1
	Urbana	29,621	-	1	10	2	26	880	4	8
Champaign	Champaign	55,360	4	2	18	2	52	1,745	6	10
TOTALS	9	165,619	4	4	34	9	90	3,119	16	20

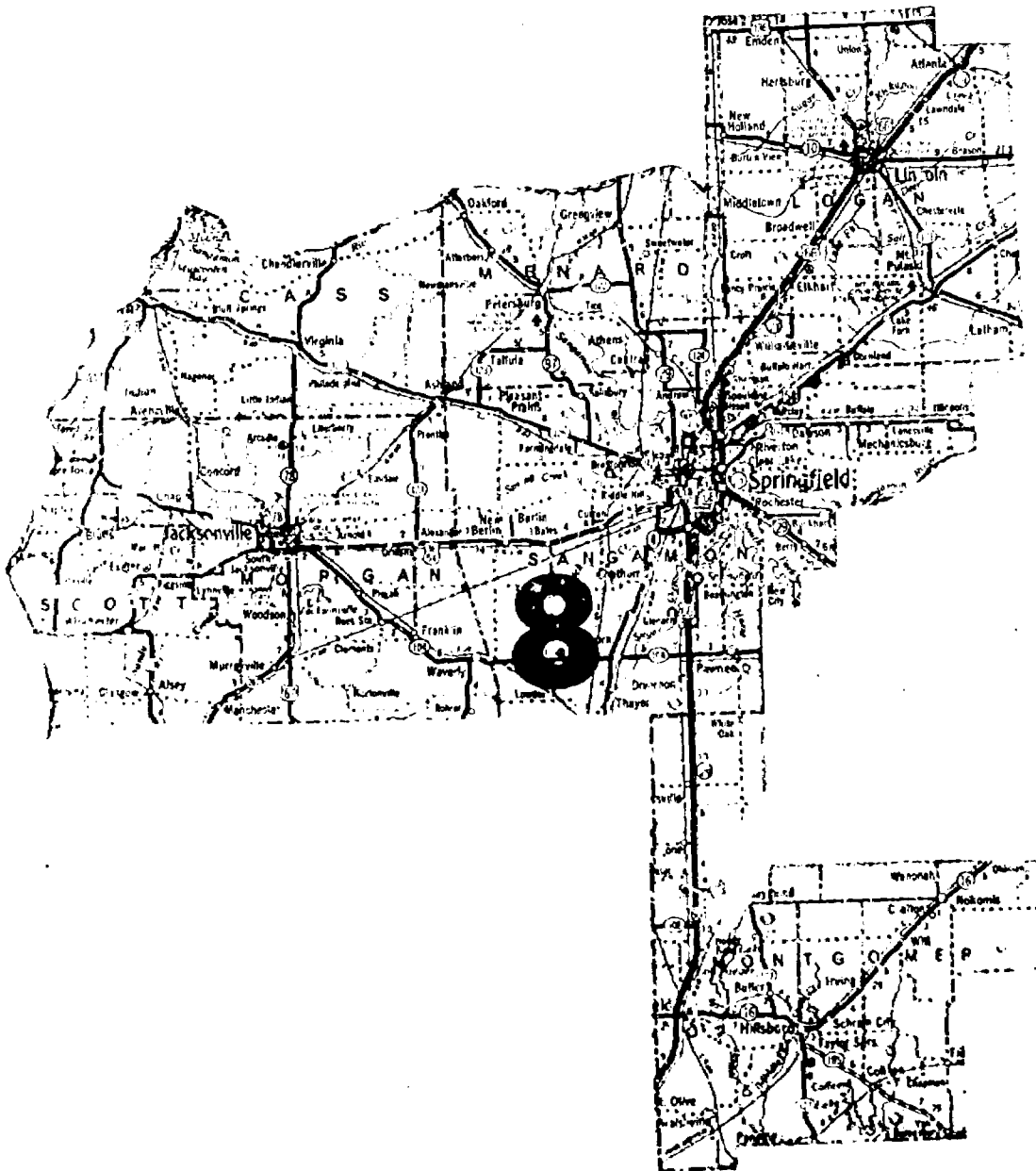


REGION 7

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Adams	Quincy	47,583	1	1	10	2	20	730	5	60
McDonough	Bushnell	3,710	-	-	-	1	10	320	-	-
	Prairie City	613	-	-	-	-	-	-	-	-
Hancock	Navoo	1,039	1	-	-	-	-	60	-	-
Schuyler	Rushville	2,819	-	-	-	1	-	45	-	-
TOTALS	5	55,764	2	1	10	4	30	1,155	5	60

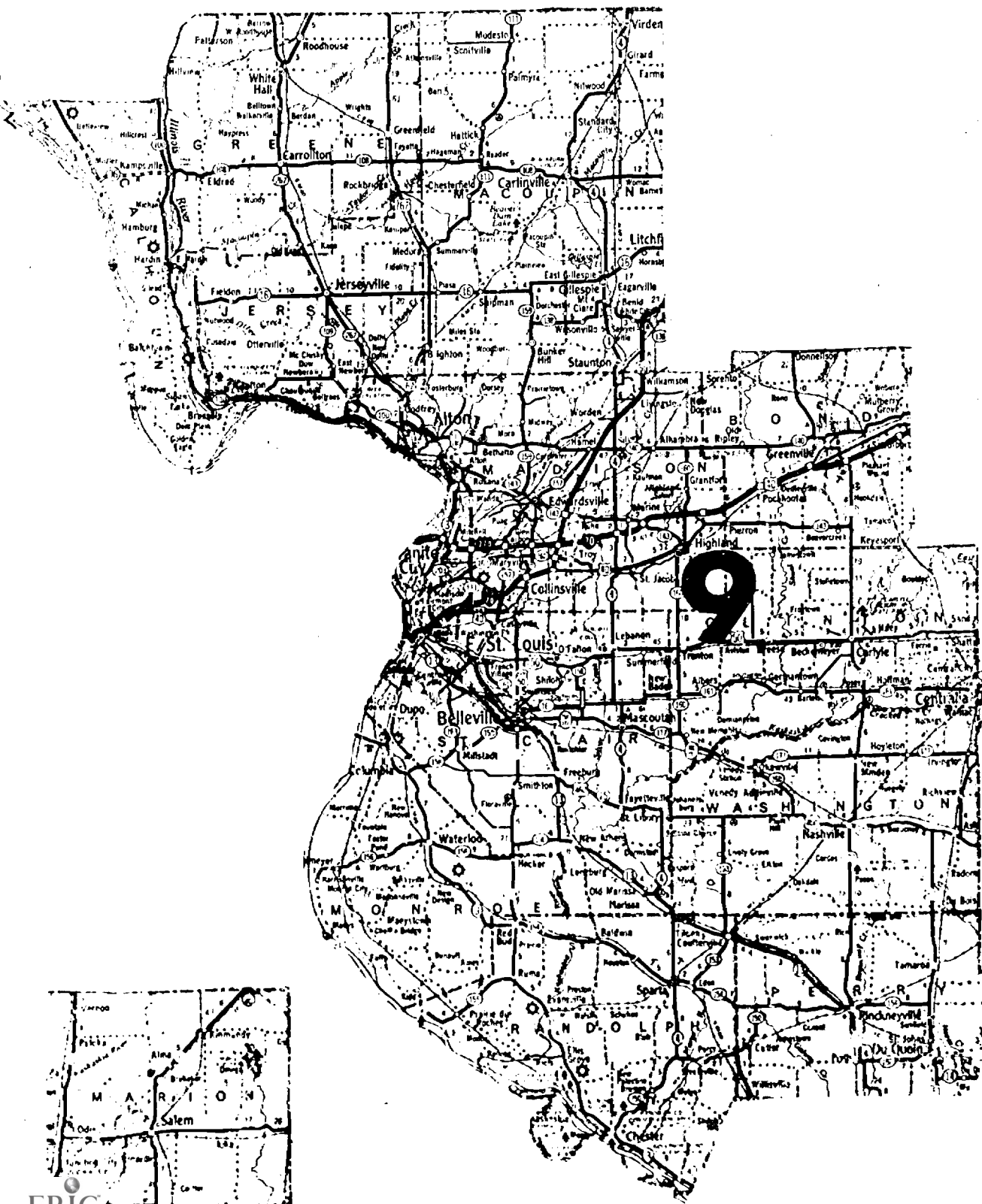


REG 348

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

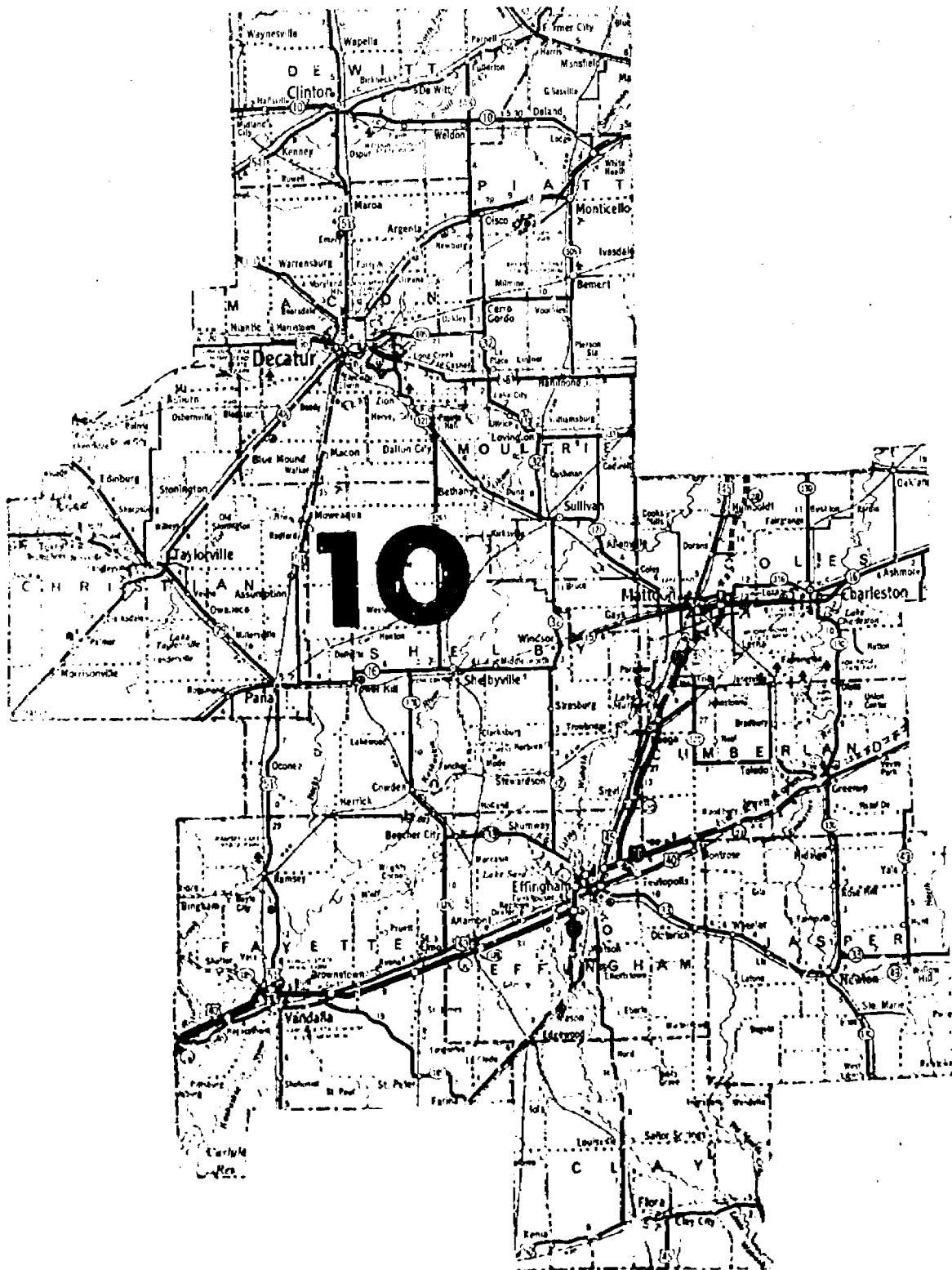
COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Montgomery	Hillsboro	4,232				1		50		
Cass	Virginia	1,669				1		50		
	Chandlerville	718				1		18		1
Morgan	Jacksonville	21,690		1			19	545	2	
	Waverly	1,375								
Sangamon	Springfield	90,401	5	1	30	2	80	2,736	5	25
	Illioopolis	1,080				1	1	36		
	New Berlin	744	1				3	85		1
Logan	Benson	275						25	1	
TOTALS	9	122,184	6	2	30	6	103	3,545	8	27



STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

				INSTRUMENTAL			VO. AL-CHORAL		MISCELLANEOUS		
COUNTY	CITY	PCPU LATION	BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS- ASS'NS	SPECIAL EVENTS	
Bond	Greenville	4,806	1	-	-	-	3	50	-	-	
	Mulberry Grove	745	-	-	-	-	-	50	-	-	
Clinton	Centralia	20,000	-	1	-	1	19	630	2	3	
	Albers	600	-	-	-	-	1	7	-	-	
Green	Cerroville	2,900	1	-	1	1	7	170	-	8	
Macoupin	Funkner Hill	2,000	-	-	2	-	4	80	-	-	
	Mount Olive	2,300	1	-	-	1	5	215	-	6	
	Edwardsville	10,750	1	-	-	-	12	340	-	7	
Madison	Granite City	40,000	-	-	-	1	28	800	-	6	
	Alton	45,000	1	1	-	1	45	1,200	1	15	
	Wood River	11,000	1	-	-	1	14	420	-	12	
St. Clair	Bellville	40,680	1	1	-	-	28	945	1	-	
	Caseyville	3,000	-	-	2	-	3	95	-	-	
	East St. Louis	81,712	-	-	-	-	6	1,450	1	-	
Washington	Ashley	650	1	-	2	-	3	196	-	-	
Monroe	Waterloo	3,799	-	-	-	1	10	315	-	-	
TOTALS	16	289,942	8	3	7	7	238	6,963	5	57	



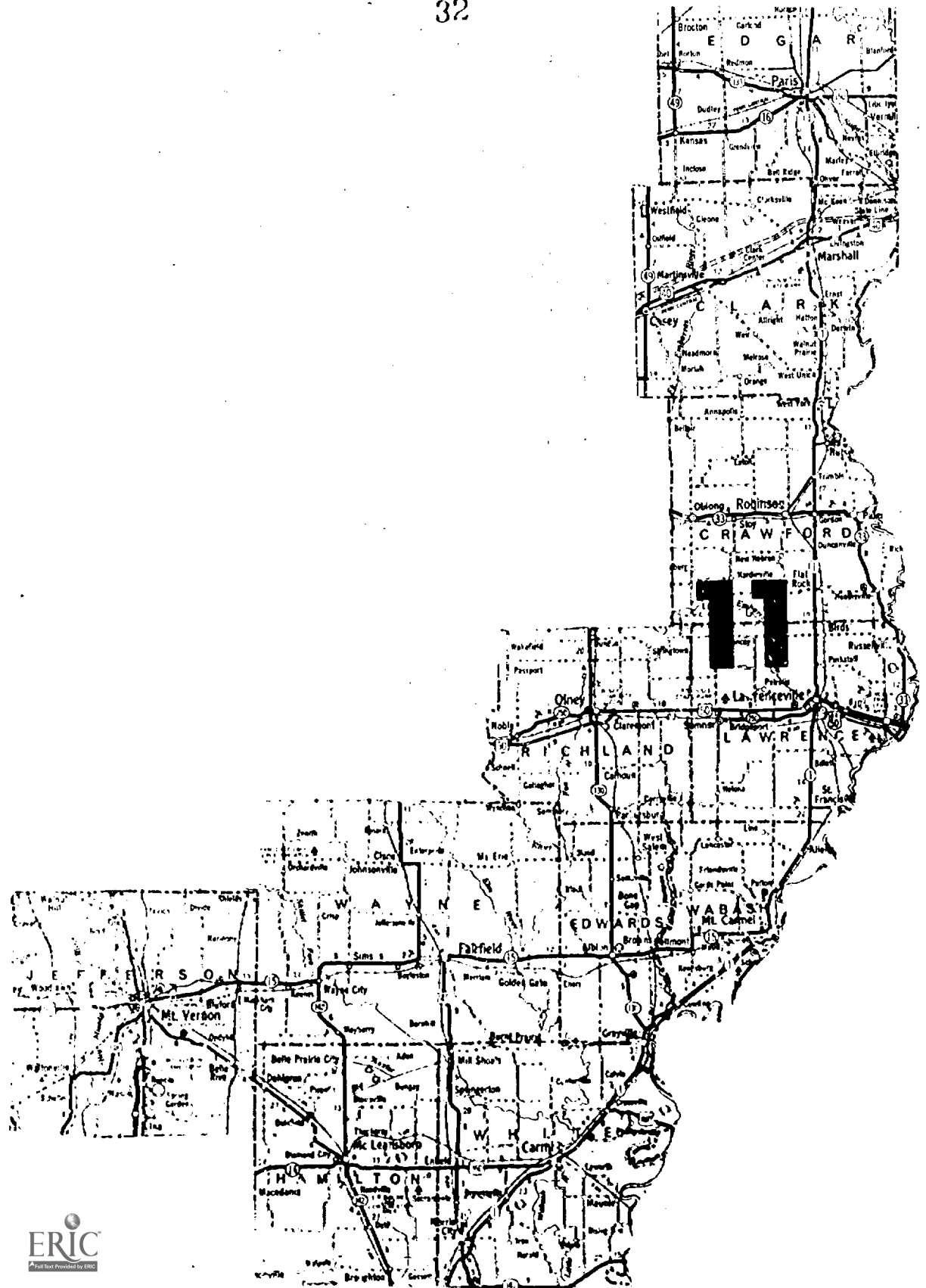
REGION 10

(SOUTHEAST CENTRAL COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHOIRUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Christian	Edinburg	1,003					1	20		
Jasper	Newton	2,901			3	2	4	128		1
Macon	Oreana	762					1	12		
	Decatur	88,536	8	1	28	1	70	2,040	6	10
Moultrie	Lovington	1,200			3	1	3	75		2
Platte	Monticello	3,511	1		3		6	230		
Shelby	Stewardson	696					2	45		
Coles	Mettoon	19,944					15	225		8
	Charleston	13,611					16	425	1	
Effingham	Effingham	8,557					10	270	1	
Fayette	Vandalia	5,537					7	220	1	
TOTAL	11	146,258	9	1	37	4	135	3,720	9	21

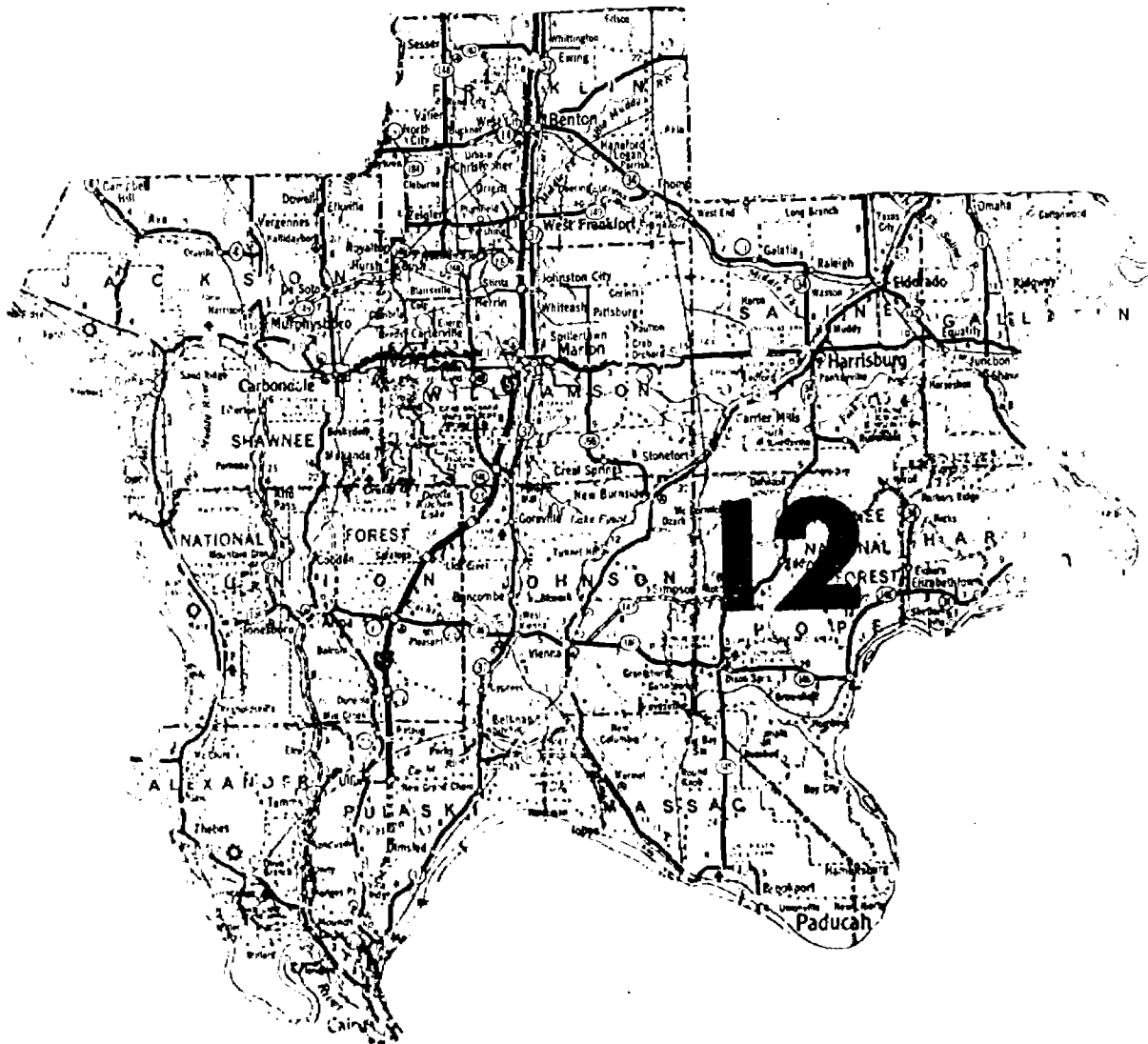


REGION 11
(SOUTHEAST BORDER COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Edgar	Paris	9,823	1				12	360		20
Edwards	West Salem	956	1			1	3	80		
Richland	Noble	761				1	4	110		
Wayne	Fairfield	6,362	1				6	200		
Clark	Marshall	3,270	1			1	3	150		
Jefferson	Mc. Vernon	15,507		1			10	315		
White	Carroll	6,152					6	225	1	
TOTAL	7	43,231	4	1		3	44	1,440	1	20



REGION 12

(SOUTHERN BORDER COUNTIES)

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS		
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS
Callahan	Equality	665					1	15		
Jackson	Murphysboro	9,393	1			1	12	365		
Pulaski	Mounds	1,835								
Williamson	Herrin	9,474						75	1	
TOTALS	4	21,367	1	---	---	1	13	455	1	---

REGIONAL TOTALS

STATISTICAL SUMMARY OF ADULT AND CONTINUING MUSIC EDUCATION PROGRAMS AND ACTIVITIES

TYPE OF MUSIC PROGRAM, ACTIVITY OR EXPERIENCES

COUNTY	CITY	POPULATION	INSTRUMENTAL			VOCAL-CHORAL		MISCELLANEOUS			
			BAND	ORCH.	OTHER	CHORUS	CHOIRS	PARTICIPANTS	CLUBS-ASS'NS	SPECIAL EVENTS	
REGION 1	9	17	276,745	14	14	49	25	205	5,209	4	75
REGION 2	7	36	572,826	8	12	2	21	95	4,973	22	24
REGION 3	1	34	4,506,725	49	37	43	24	1,704	47,920	57	308
REGION 4	5	13	179,182	6	3	4	6	18	1,099	11	19
REGION 5	10	21	298,764	11	5	54	12	127	4,906	16	23
REGION 6	5	9	165,619	4	4	34	9	90	3,119	16	20
REGION 7	4	5	55,764	2	1	10	4	30	1,155	5	60
REGION 8	5	9	122,184	6	2	30	6	103	3,545	8	27
REGION 9	8	16	269,942	8	3	7	7	238	6,963	5	57
REGION 10	9	11	146,258	9	1	37	4	135	3,720	9	21
REGION 11	7	7	43,231	4	1	-	3	44	1,440	1	20
REGION 12	4	4	21,367	1	-	-	1	13	455	1	-
STATE TOTALS	74	182	5,652,107	122	83	270	122	2,802	84,504	135	654

IV. ANALYSIS OF ILLINOIS ADULT MUSIC EDUCATION AND ACTIVITIES

Adult Instrumental Music Education

Opportunities afforded to adults and students who desire to continue their music education vary considerably in Illinois cities and towns. As would be expected, cities with larger populations more frequently provide comprehensive opportunities for continuing musical training and experiences than do smaller communities. Geographically speaking, comprehensiveness seems to favor the northeastern regions; this is particularly true with string training and orchestras are quite numerous and fully instrumented.

Population spread and geographic factors in southern Illinois apparently limit the variety of adult opportunities that are afforded in the larger communities. The most repetitive experience available to most cities, be they large or small, is the city or town band. These ensembles most often are directed by a professional musician or educator.

The prevalence of small ensembles is noteworthy. In most instances, reporting cities indicated a variety of small groups: quartets, trios, jazz, rock, soul, etc. Often such groups were the only outlet available to interested adults and continuing students. By the same token, a number of communities "lamented" the absence of opportunities for engaging in this training.

Although the quality of community programs could not be ascertained with any degree of accuracy, there was sufficient information furnished by a number of cities to speculate that again, as in the case of comprehensiveness, the larger populated communities trained their adults and continuing students in more difficult and technical literature.

The influence of the large populated areas also pointed up the value of in-residence professional musical organizations such as the Chicago Symphony. Those cities lying in close proximity to college or university campuses likewise showed strength in adult music opportunities, especially in formal (post-graduate) training.

The overall ratio of bands (122) to orchestras (83) to small chamber ensembles (270) appeared consistent with undergraduate training at the elementary, secondary, and collegiate counterparts. The statistics seemed to establish this pattern quite clearly.

Adult Choral-Vocal Music Education

An analysis of statistics in this category revealed an interesting but probably well-assumed contention: that almost every city or town, no matter the size, has at least one choir or choral ensemble. Some of the factors revealed in the questionnaire which would support this observation would include: religion-related opportunities; heritage; family ties; the "naturalness" of singing (particularly in praise to God); the co-ed and/or fraternal aspects of church choir; etc.

The prevalence of church choirs stands out in bold contrast to the absence of formal voice training and chorus singing. Again, as in the case of the

Analysis of Illinois Adult Music Education and Activities, continued

instrumental music, those communities of large populations which possessed a large percentage of trained students and trained adult directors, appeared to offer the vast majority of adult opportunities.

Especially noteworthy were the numerous "dual" experiences which many of the smaller community adult musicians reported in combining their opportunities for studying and training in larger forms. Examples of this would include the various oratorio societies and community festival choruses.

The questionnaires disclosed little, if any, reference to solo voice instruction and/or performing opportunities (this could be a fault of the questionnaire). The prevalence of small ensembles was quite as marked as the instrumental programs: barbershop groups, quartets, glee clubs, trios, etc., were numerous throughout the state.

Adult Miscellaneous Music Education

This category revealed all sorts of interesting adult experiences; most of these opportunities were related to the strong music club and civic association movements in the state. Size of the community had little to do with the existence of a club or music association; more pertinent was the background and training of community members. As might be expected, women exercised the dominant role in most instances; male participants were definitely in the minority.

Most of the reported special musical events in Illinois were also controlled by women management. Only in the largest of populated communities did men appear to assume leadership and participating roles.

Although no statistical comparison was undertaken concerning the relation of participants in adult music education programs and activities to city population or geographic consideration, it seemed apparent that both factors definitely affected the participant ratio. Not to be overlooked in this category was the availability of trained professional or semi-professional music educators.

V. SUMMARY

Evaluation of Adult Music Education.

No attempt was made with this survey to scientifically evaluate the quantity and quality of adult and continuing music education in the State of Illinois. As stated previously (see Forward), the purposes and objectives for surveying adult and continuing music education progress in this state were established by the National Committee on Adult and Continuing Music Education; it was their intent to gather and reveal exploratory data so that scholars or evaluative agencies could commence and complete a thorough investigation of this subject.

It is, however, fairly safe to project a few assumptions which could or could not prove valid in some future study. These are:

Strengths

1. The great majority of Illinois communities offer some form of music education activity or experience to its adults and continuing students.
2. Music clubs and music associations appear to serve as "cornerstones" for the development of adult music education. Although passive in structure, they do contribute greatly to the musical enlightenment of both adult and continuing student populations.
3. The majority of communities in Illinois possess ample physical facilities for the fulfillment of adult musical training and experiences.
4. The traditional American church choir training program still enjoys maximum priority for adult participation in Illinois.

Weaknesses

1. Many small communities lack qualified leadership for the continuation of adult music education or music activities.
2. Adults desiring continuation of music education prefer to reside in cosmopolitan communities where ample music activities and experiences are available to them.
3. Continuous training in general music education is not available to the vast majority of adult citizens of this state.
4. Sufficient funds are not generally available to support ample and meaningful adult music education programs in most areas of the state.
5. Inadequate or poor quality undergraduate training in primary and secondary school music education has reduced the potential for interesting adults in continuing their music experiences and activities.

Summary, ContinuedSuggestions for Improving Adult Music Education

As stated previously, because this survey was not designed as a scientific study, the following suggestions for improving adult music education in Illinois are, of necessity, predicated on inconclusive data and partial evaluation. Some of these suggestions ~~however~~ could eventually prove valid and meaningful if scientific investigation were undertaken to examine this subject in depth.

1. All communities with sufficient economic populations should employ one or more trained music specialists to plan or direct music programs for adults and continuing students.
2. Any adult or continuing music student should be afforded the opportunity to continue his music experiences through community support vis-a-vis funding, facilities, paid instruction, etc.
3. Small communities should endeavor to pool logistical resources for the improvement of opportunities for musical experiences (both active and passive) much the same way sports and athletics are available state-wide.
4. The further development of sectional folk music or musical heritage seems logical and attainable.
5. Full exploitation of resource personnel from university and college, and extension services should be subscribed to by all communities, especially those smaller cities with limited facilities and skilled educators.
6. State goals and objectives for expanded adult and continuing music education programs and activities should be formulated by the State Office of Public Instruction in conjunction with county, city and university specialists.

A P P E N D I X



Waubonsee Community College

1100 S. RICHMOND AVE. • CHICAGO, ILL. 60624
 (312) 461-1111 • Waubonsee Community College District #16

October 21, 1969

Dear Sir:

Attached is a questionnaire which is being sent to every village and city in Illinois as a part of a nation-wide survey to determine what kind and how many non-school musical activities are being offered for recreational and cultural purposes to the public. This national survey is being made by the Music Educators National Conference and is directed by Professor Emmett Sarig of the University of Wisconsin. Professor John O'Connor of Extension in Music, Division of University Extension, University of Illinois, Champaign-Urbana campus, and a member of the national committee, has formulated the questionnaire for the survey in Illinois and I am the representative from Illinois in charge of the survey.

Would you please refer the questionnaire to appropriate citizens of your city who can provide the information and return to me in the enclosed envelope by the week of November 24, 1969? I would suggest the following people might be able to provide some of the information requested:

- 1 - Director of Park District
- 2 - Chairman of Ministerial Association
- 3 - School music supervisor
- 4 - President of local musicians union
- 5 - President of local Civic Music Association or similar concert series
- 6 - Director of business manager of community chorus, orchestra or band.

As stated on the questionnaire, this survey is not directed towards formalized public or private school music curricula or extracurricular music activities. We are primarily concerned with post-school musical activities open to all people such as church choirs, city, park or fraternal bands, orchestras, or other music groups, drum and bugle corps, musicals, song fests, concerts, etc.

Your cooperation with this survey will be much appreciated. We are eager to have as complete a report as possible on these activities in Illinois and hope to substantiate that Illinois is a leader in the music cultural life of our nation.

May I hear from you soon? Thank you.

Sincerely yours,

Lucille R. Halfvarson (Mrs. Sten)

Lucille R. Halfvarson (Mrs. Sten)
 Adult and Continuing Music Education Committee
 State of Illinois

LH:cs
 Enclosures

MUSIC EDUCATORS NATIONAL CONFERENCE

(National Committee on Adult and Continuing Music Education)

GUIDELINE QUESTIONNAIRE TO BE USED FOR INVESTIGATION AND RESEARCH IN REGARD TO SUCCESSFUL
CONTINUING EDUCATION PROGRAMS IN COMMUNITIES OF THE UNITED STATES

The Music Educators National Conference is preparing to survey and assess the involvement of adults and post-high youth in continuing program activities, music education or musical experiences, professional or non-professional, in the United States. Of primary interest to MENC are musical opportunities available to both young and older adults in your community through the auspices of government or social agencies, fraternal business organizations, churches, recreation or park departments, schools, etc. This survey is not concerned with formalized public or private music curricula or extra-curricular music activities sponsored by schools for full time students; however, information relating to continuing education or music activity programs for adults or post-high school youth, regardless of sponsorship, is desired in this survey.

1. Name of community: _____

2. Population _____

City _____

State _____

Zip Code _____

3. Survey Data: Please record appropriate answer(s) in the space(s) which apply; comment where necessary or desirable.

DESCRIPTION	TYPE OF CONTINUING MUSIC EDUCATION PROGRAM, ACTIVITY OR EXPERIENCE			MISCELLANEOUS	
	INSTRUMENTAL		VOCAL - CHORAL		
	BANDS (Include concert, jazz, marching, rock, soul, drum & bugle corps, etc.)	ORCHESTRAS (Include symphony, chamber, small ensembles, trios, etc.)	CHOIRS (Include church, oratorio, etc.)	CHORUSES (Include mens, womens, mixed, operetta, opera, barbershop, etc.)	CONCERTS, FESTIVALS (Include audiences for park special events, TV, special folk/jazz, subscription, etc.)
4. (In addition to statistical data, add clarifying comment(s) in appropriate column if desired)					
NUMBER OF PROGRAMS: (For example: 3 concert bands, 2 jazz bands, 1 drum & bugle corps, etc.)					
NUMBER OF PARTICIPANTS: (Give the combined total of all groups, i.e. 145 in all bands; 90 in all orchestras, etc.)					

Please complete



City of Peoria

City Hall Building

419 Fulton Street

Peoria, Illinois 61602

Phone 673-3763

October 31, 1960

Mrs. Lucille Halfvarson
Vocal Instructor
Waubonssee Community College
Illinois Route 47 at Harter Road
Sugar Grove, Illinois 60554

Dear Mrs. Halfvarson:

I have mailed copies of your questionnaire to the agencies suggested in your October 21st letter. A copy of my letter is attached so you will know the agencies if you desire to contact them directly.

My letter to the Peoria Music Agencies is self explanatory and I wish you every success in your project.

Very truly yours,

Henry W. Holling
Henry W. Holling
Intergovernmental Affairs

HWH:es

Enc:

Adult and Continuing Education in Illinois

REGIONAL COUNTY-CITY PARTICIPANT TOTALS

REGION 1

<u>Counties</u>	<u>Cities</u>
Jo Davies	2
Stephenson	1
Winnebago	2
Boone	1
Carroll	2
Ogle	2
Dekalb	2
Whiteside	3
Lee	2

9 17
Counties Not
Reporting: 0

REGION 2

<u>Counties</u>	<u>Cities</u>
McHenry	4
Lake	7
Kane	5
DuPage	8
Kendal	2
Will	5
Grundy	4

7 35
Counties Not
Reporting: 0

REGION 3

<u>Counties</u>	<u>Cities</u>
Cook	34

1 34
Counties Not
Reporting: 0

REGION 4

<u>Counties</u>	<u>Cities</u>
Henry	5
Knox	3
Mercer	2
Rock Island	2
Warren	1
Henderson	0

6 13
Counties Not
Reporting: 1

REGION 5

<u>Counties</u>	<u>Cities</u>
Bureau	2
LaSalle	3
Stark	1
Putnam	0
Marshall	0
Livingston	3
Peoria	2
Woodford	2
Tazewell	4
McLean	2
Mason	1
Fulton	1

12 21
Counties Not
Reporting: 2

REGION 6

<u>Counties</u>	<u>Cities</u>
Kankakee	2
Iroquois	1
Ford	0
Champaign	1
Vermillion	2
Douglas	2

6 8
Counties Not
Reporting: 1

REGION 7

<u>Counties</u>	<u>Cities</u>
Hancock	1
McDonough	2
Schuyler	1
Adams	1
Brown	0
Pike	0

6 5
Counties Not
Reporting: 2

REGION 8

<u>Counties</u>	<u>Cities</u>
Logan	1
Menard	0
Cass	2
Sangamon	3
Morgan	2
Scott	0
Montgomery	1

7 9
Counties Not
Reporting: 2

REGION 9

<u>Counties</u>	<u>Cities</u>
Greene	1
Macoupin	2
Calhoun	0
Jersey	0
Madison	4
Bond	2
Clinton	2
Marion	0
St. Clair	3
Monroe	1
Randolph	0
Perry	0
Washington	1

13 16
Counties Not
Reporting: 5

REGION 10

<u>Counties</u>	<u>Cities</u>
Dewitt	0
Platt	1
Macon	2
Christian	1
Shelby	1
Moultrie	1
Fayette	1
Effingham	1
Coles	2
Cumberland	0
Jasper	0
Clay	0

12 11
Counties Not
Reporting: 3

REGION 11

<u>Counties</u>	<u>Cities</u>
Edgar	1
Clark	1
Crawford	0
Lawrence	0
Richland	1
Wabash	0
Edwards	1
Wayne	1
Jefferson	1
Hamilton	0
White	1

11 7
Counties Not
Reporting: 4

REGION 12

<u>Counties</u>	<u>Cities</u>
Franklin	0
Jackson	1
Williamson	1
Saline	0
Gallatin	1
Union	0
Johnson	0
Pope	0
Hardin	0
Alexander	0
Pulaski	1
Massac	0

12 4
Counties Not
Reporting: 8

REGIONAL SURVEY PARTICIPANTS

<u>REGION 1</u>	<u>REGION 2</u>	<u>REGION 3</u>	<u>REGION 4</u>
<u>Carroll County</u>	<u>DuPage County</u>	<u>Cook County</u>	<u>Henry County</u>
Shannon	Downers Grove	Glenwood	Cambridge
Milledgeville	Elmhurst	Homewood	Atkinson
<u>DeKalb County</u>	Glen Ellyn	Flossmoor	Geneseo
Shabbona	Hinsdale	Melrose Park	Kewanee
DeKalb	Itaska	Western Springs	Orion
<u>Jo Davies County</u>	Naperville	Oak Lawn	<u>Knox County</u>
Hanover	Roselle	Oak Park	Galesburg
Stockton	Schiller Park	Arlington Heights	East Galesburg
<u>Whiteside County</u>	<u>Grundy County</u>	Palatine	Knoxville
Prophetstown	S. Wilmington	Glenview	<u>Mercer County</u>
Rock Falls	Gardner	Lake Forest	Aledo
Sterling	Braidwood	Chicago Heights	New Windsor
<u>Lee County</u>	Morris	Northbrook	<u>Rock Island County</u>
Ashton	<u>Kendall County</u>	Bellwood	Rock Island
Dixon	Yorkville	Forest Park	Moline
<u>Ogle County</u>	Plano	Franklin Park	<u>Warren County</u>
Rochelle	<u>Kane County</u>	LaGrange	Monmouth
Mt. Morris	Aurora	Maywood	
<u>Winnebago County</u>	Carpentersville	North Riverside	
Cherry Valley	Elgin	Des Plaines	
Rockford	North Aurora	Evanston	
<u>Boone County</u>	St. Charles	Glencoe	
Belvidere	<u>Lake County</u>	Lincolnwood	
<u>Stephenson County</u>	Barrington	Morton Grove	
Freeport	Highwood	Niles	
	Highland Park	Park Ridge	
	Lake Forest	Skokie	
	Libertyville	Wilmette	
	Round Lake Park	Elk Grove	
	Waukegan	Hoffman Estates	
	<u>McHenry County</u>	Harvey	
	Algonquin	Lansing	
	Crystal Lake	Park Forest	
	Marengo	Chicago	
	Huntly		
	<u>Will County</u>		
	Steger		
	Joliet		
	Frankfort		
	Lockport		
	Mokena		

Regional Survey Participants continued

REGION 5

Bureau County
Spring Valley
Buda
Fulton County
St. David
LaSalle County
LaSalle
Leland
Ottawa
Livingston County
Dwight
Flannagan
Pontiac
Mason County
Havana
McClellan County
Bloomington
Normal
Peoria County
Chillicothe
Peoria
Stark County
Toulon
Tazewell County
Pekin
Morton
Mackinaw
Hopedale
Woodford County
Eureka
Roanoke

REGION 6

Douglas County
Newman
Villa Grove
Iroquois County
Ashkum
Kankakee County
Kankakee
Manteno
Vermillion County
Danville
Rankin
Champaign County
Champaign
Urbana

REGION 7

Adams County
Quincy
McDonough County
Bushnell
Prairie City
Hancock County
Navoo
Schuyler County
Rushville

REGION 8

Montgomery County
Hillsboro
Cass County
Chandlerville
Virginia
Morgan County
Jacksonville
Waverly
Sangamon County
Illioopolis
New Berlin
Springfield
Logan County
Benson

REGION 9

Bond County
Greenville
Mulberry Grove
Clinton County
Albers
Centralia
Green County
Cariolton
Macoupin County
Bunker Hill
Mt. Olive
Madison County
Alton
Edwardsville
Granite City
Wood River
St. Clair County
Bellville
Caseyville
East St. Louis
Washington County
Ashley
Monroe County
Waterloo

REGION 10

Christian County
Edinburg
Jasper County
Newton
Macon County
Greene
Decatur
Moultrie County
Livingston
Piatt County
Monticello
Shelby County
Stewardson
Cole County
Charleston
Mattoon
Effingham County
Effingham
Fayette County
Vandalia

REGION 11

Edgar County
Paris
Edwards County
West Salem
Richland County
Noble
Wayne County
Fairfield
Clark County
Marshall
Jefferson County
Mt. Vernon
White County
Carmi

REGION 12

Gallatin County
Equality
Jackson County
Murphysboro
Pulaski County
Mounds
Williamson County
Herrin

IMPERATIVES FOR ACTION

GALAXY CONFERENCE ON ADULT EDUCATION

Washington, D. C.
December 6-10, 1969

IMPERATIVES FOR ACTION

In planning for the Galaxy Conference on Adult Education it was agreed that a statement of IMPERATIVES FOR ACTION in adult and continuing education should be developed for presentation at the conference to be held in Washington, D. C., December 6-11, 1969. Ernest E. McMahon, Dean of the University Extension Division, Rutgers University, was named chairman of a committee to develop a first draft of these imperatives.

On November 13-15, 1969, a group of distinguished citizens under the chairmanship of Arthur S. Flemming, President of Macalester College, met at the Wingspread Conference Center in Racine, Wisconsin, to consider the McMahon committee report. Host to this meeting was the Johnson Foundation.

Presented herein are the IMPERATIVES FOR ACTION on which those at the Wisconsin meeting reached general agreement. It is not to be assumed that each participant necessarily subscribes to all of the recommendations. Still, the document does represent a consensus, and all who were at Wingspread are in agreement on the urgent need for action.

In presenting these IMPERATIVES FOR ACTION, we extend a special word of appreciation to the Johnson Foundation for having made the Wingspread meeting possible.

EDUCATION OF ADULTS FOR SOCIAL RESPONSIBILITY

IMPERATIVES FOR ACTION

The ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. We are losing ground because in the past we have too often failed to measure up to our democratic ideals, and in the present we are failing to develop an ever stronger sense of community and cooperation among all segments of society.

On the one hand, millions are denied equal opportunity to develop and exercise their full potentialities. On the other hand, millions, despite educational and other advantages, are unable to understand and unwilling to accept the reforms and innovations necessary for peaceful accommodation.

The American people desperately need an adequate system of life-long learning to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Life-long learning must be made an all pervasive influence through which those who are responsible for today's critical decisions and choices - the adults of our nation - control the present and create the future we want.

For the achievement of these goals, it is imperative that adult and continuing education be made a vital instrument of national purpose:

To prepare each person to understand and cope with the issues of our time.

To remedy educational deficiencies.

To provide everyone with equal opportunity for meaningful work at decent pay--in preparation, access and advancement.

To function more effectively as workers, parents, neighbors, citizens.

To improve the quality of our lives--physical and spiritual, individual and social.

To enable us to share meanings, values, purposes and power with ourselves and other peoples, in a world where constructive sharing is the only alternative to mutual destruction.

The organizations which sponsor or conduct adult and continuing education include schools, colleges, libraries, correspondence agencies, radio and television stations, professional societies, businesses and industries, trade unions, the Armed Forces, governments at all levels, community action organizations, religious groups, voluntary social and welfare agencies, health and recreation units and many others.

The range of their programs includes cultural, political, professional, recreational, religious, remedial, and technical and vocational instruction. Their students are concerned with citizenship, family life, occupation, trade union organization, industrial management, business and community leadership and other interests.

Many of these activities are well supported by business, government, foundations, professional or personal sources. Many others of equal private and public importance either lack adequate support, or are not supported at all.

THE TASK

To achieve an effective and balanced system of adult and continuing education in the United States it is essential:

1. That the role of the Coalition of Adult Education Organizations be formalized and strengthened;
2. That the Coalition in turn give leadership to the establishment of a political action unit with responsibility for influencing legislation at state and Federal levels;
3. That together the Coalition and the political action unit lend fullest efforts to the achievement of the following Imperatives for Action:

I. TO ELIMINATE EDUCATIONAL DEFICIENCIES OF AMERICAN ADULTS

More than eight million Americans over the age of twenty-five have less than five years of formal schooling, and millions more lack a high school education or its equivalent. Through adult and continuing education, these millions can be raised to new educational levels that will provide them with new and improved economic, political, and social opportunities.

Literacy. We support the concept advanced by Commissioner of Education James Allen in his pronouncement on "The Right to Read," and urge a total commitment on the part of all adult and continuing education agencies to raising each American to a level of literacy.

High School Education for Adults. We consider the completion of high school or its equivalent by every adult to be the minimum level of educational attainment acceptable in today's complex society and urge fullest efforts to achieve this goal.

To secure these ends we urge Congress to enact legislation that will provide state and local educational agencies with annual support of \$569 million.

At the same time a concerted effort must be made to secure increased funds from private industry, trade unions, private foundations, and other non-public agencies. State and local educational agencies should not only continue their present levels of funding but also increase their financial efforts.

We further urge the present administration in Washington to undertake studies to reassess on-going programs for the under-educated and make recommendations to the Congress concerning the most effective means of distributing Federal funds to community educational agencies.

II. TO STRENGTHEN ADULT AND CONTINUING EDUCATION AND COMMUNITY SERVICE EFFORTS OF COMMUNITY COLLEGES, COLLEGES, AND UNIVERSITIES

The nation's need for well-informed citizens, coupled with the personal needs of its people for an understanding of the world in which they live and the skills with which to earn their livings, gives emphasis to the need for increased levels of post high school education.

We endorse the national objective set forth by the Congress, that two years of post high school education, adapted where necessary to the occupational needs of adults, be made available to all who are capable of benefiting from it.

The clear need to support adult and continuing education in community colleges, colleges, and universities was recognized by the Congress with the enactment of Title I of the Higher Education Act of 1965. Designed to support established programs of extension, to provide community services, and to assist in the establishment of such programs in institutions of higher education, Title I has proved an effective instrument. Unfortunately appropriations have lagged far behind authorizations. In the present fiscal year, Title I is funded at \$9 1/2 million rather than the \$50 million that was authorized.

We urge minimum annual funding of Title I of the Higher Education Act of 1965, at \$100 million a year, with national priorities to be spelled out anew each year, to meet the changing needs.

III. TO PROVIDE ADULT AND CONTINUING EDUCATION IN THE ARTS AND HUMANITIES, PUBLIC AFFAIRS, AND IN THE DEMOCRATIC PROCESS

Opportunities for life-long learning in the arts and humanities, and in public affairs, are essential to the preservation of our freedoms. To solve problems rationally and peacefully, we must continually acquire new social and political competencies, and the powerful and privileged must learn equally with the powerless and deprived.

There is an over-riding urgency for people to be informed and to be equipped to make informed judgments in matters that strike to the heart of our democratic society. To this end we urge major funding of programs of adult and continuing education in public affairs and in the democratic process.

Of equal importance is the need for each person to experience the fullest flowering of the human spirit. To achieve this goal we urge greatly expanded funding for the National Endowment for the Arts, and the National Endowment for the Humanities.

IV. TO IMPROVE FINANCIAL SUPPORT FOR ADULT AND CONTINUING EDUCATION

Much of adult and continuing education is dependent on income from tuition and fees. As a result, many adults forgo instruction because they cannot afford the tuition and, in turn, agencies tend to conduct only those courses which will produce sufficient revenue. Many essential needs thus go unmet. A comprehensive program of adult and continuing education will be provided only when adult and continuing education receives financial support comparable to that presently provided to elementary, secondary and higher education.

We urge vigorous efforts to secure full funding on the part of the Congress for authorized programs serving adult and continuing education, and the development of new and imaginative programs to further meet these needs. At the same time we urge equally vigorous efforts on the part of the private sector to provide vastly expanded support and leadership.

V. TO PROVIDE ADEQUATE AND APPROPRIATE OPPORTUNITIES IN ADULT AND CONTINUING EDUCATION FOR PERSONS IN LOW INCOME GROUPS

Most adult and continuing education programs fail to reach low income and under-educated groups. Instead, programs draw largely from well-educated middle class groups. The reasons are numerous and sometimes difficult to ascertain. One factor is financial. Courses and workshops that must be self-supporting will draw only those students who are able to pay. Consequently they will meet only the educational needs of the more affluent. Further, most promotional materials are printed and, therefore, appeal essentially to a more literate clientele. Both the programs and the communications relating to them are aimed at the middle and upper economic groups.

New and aggressive programs must be instituted with a view to increasing the percentage of enrollments of low income and under-educated students.

Educational programs must be taken into the neighborhoods where people live rather than being conducted mainly in central facilities such as schools, colleges and universities.

Existing programs of adult and continuing education must be examined to insure that they are relevant to the needs of the 80 per cent of the adult population that does not presently participate in such programs.

New and effective multi-media programs must be undertaken.

VI. TO STRENGTHEN WITHIN OUR EDUCATIONAL INSTITUTIONS THE SUPPORTING STRUCTURES FOR ADULT AND CONTINUING EDUCATION

Adult and continuing education is too often thought of as being apart from the traditional educational process. It is seldom integrated with the elementary and secondary

establishment and its status in higher education is ill defined. Adult and continuing education must become a recognized responsibility of the educational establishment, must achieve its full commitment and support, and must attain fuller public understanding of its vital importance to society.

VII. TO URGE NATIONAL NON-GOVERNMENTAL ORGANIZATIONS TO STRENGTHEN THEIR ROLE

We recognize the importance of national non-governmental voluntary organizations in providing adult and continuing education, and urge these groups to strengthen their role and expand their efforts so that society may receive increased benefits from the full utilization of these unique resources.

VIII. TO INCREASE PUBLIC AWARENESS

A national campaign should be launched to acquaint Americans with the importance of life-long learning, and to gain their greater support for adult and continuing education.

IX. TO ACHIEVE HIGHER LEVELS OF FEDERAL SUPPORT AND COORDINATION

The United States Government should establish appropriate instrumentalities to provide leadership in adult and continuing education and to develop cooperation among the many public organizations operating in this field.

WINGSPREAD CONFERENCE PARTICIPANTS

ARTHUR FLEMMING -- Chairman
President
Macalester College

LEONARD P. ARIES
National Conference of
Christians and Jews

GEORGE A. BEEBE
Brooklyn Center of
St. John's University

ROBERT J. BLAKELY
Center for Continuing Education
Syracuse University

RALPH H. BOATMAN
School of Public Health
The University of North Carolina

GEORGE L. BRANDON
American Vocational Association,
Incorporated

ALEXANDER N. CHARTERS
Vice President
Syracuse University

JOHN B. CLAAR
Cooperative Extension Service
University of Illinois

J. M. CORNELSON
Associate Commissioner for Adult
Vocational and Library Programs
U. S. Office of Education

J. KENNETH CUMMISKEY
American Association of Junior
Colleges

WALTER G. DAVIS
Director of Education
AFL-CIO

JAMES DAY
President
National Educational Television

WALLACE EDGERTON
National Endowment for
the Humanities

W. TODD FURNISS
Commission on Academic Affairs
American Council on Education

WILLIAM G. HARLEY
National Association of
Educational Broadcasters

JAMES R. HARTLEY
University Extension
University of California at
Riverside

SAMUEL P. HAYES
President
Foreign Policy Association

JOHN B. HOLDEN
Graduate School
U. S. Department of Agriculture

CYRIL O. HOULE
University of Chicago

GLENN JENSEN
University of Wyoming

ROBERT E. KELTON
United States Association of
Evening Students

ROBERT KINSINGER
W. K. Kellogg Foundation

CHARLES J. LONGACRE
Newark State College

ROBERT LIKE
Division of Adult Education Services
National Education Association

HOWARD McCLUSKY
University of Michigan

CHARLES McDOUGALL
Federal Extension Service
U. S. Department of Agriculture

ERNEST E. McMAHON
University Extension
Butgers, The State University

DONALD R. McNEIL
Chancellor
University of Maine

J. KENNETH MULLIGAN
Bureau of Training
U. S. Civil Service Commission

KATHRYN OLIPHANT
Association of the Junior Leagues
of America

ROBERT J. PITCHELL
National University Extension
Association

JESSE D. RISING
Medical Center
University of Kansas

STANLEY C. ROBINSON
University Extension
University of Illinois

JEAN A. ROCKWELL
Adult Student Personnel
Association, Incorporated

WILLIAM C. ROGERS
World Affairs Center
University of Minnesota

DAVID E. SCHULZ
National Education Association

RUSSELL F. W. SMITH
School of Continuing Education
and Extension Services
New York University

O. GLENN STAHL
Bureau of Policies and Standards
U.S. Civil Service Commission

HAMILTON STILLWELL
Division of Urban Extension
Wayne State University

OLIVIA PEARL STOKES
National Council of Churches
of Christ

WILLARD L. THOMPSON
General Extension Division
and Summer Session
University of Minnesota

RALPH W. TYLER
Science Research Associates

JOHN R. VAN BORN
Training and Development
Department
Westinghouse Electric Corporation

CLYDE E. WEINHOLD
Bureau of Adult Education
New Jersey State Department
of Education

RUTH M. WHITE
Adult Services Division
American Library Association

THURMAN J. WHITE
Vice President
University of Oklahoma

The Hon. G. MENNEN WILLIAMS
State Farms, Michigan

RAYMONT P. WHITE
Planning Division
Loyola University (New Orleans)

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